

## WEST HARTSVILLE ELEMENTARY

214 Clyde Rd  
Hartsville, SC 29550

**GRADES** 4-6 Elementary School

**ENROLLMENT** 447 Students

**PRINCIPAL** Dr. Kay Howell 843-383-3144

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma P. Dawson 843-393-1291

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	36	55	3	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

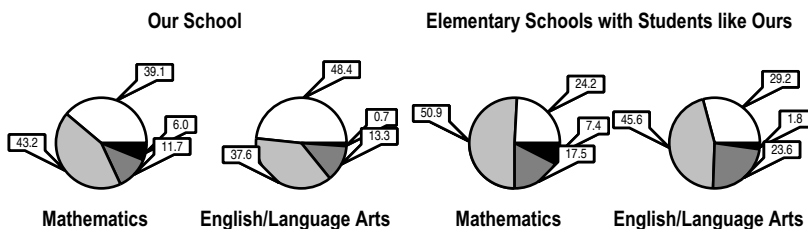
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	28	118	69
Percent satisfied with learning environment	46.4%	74.3%	60.6%
Percent satisfied with social and physical environment	71.4%	79.1%	57.8%
Percent satisfied with home-school relations	22.2%	85.5%	62.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	445	98.2	48.4	37.6	13.3	0.7	14.0	17.6
Gender								
Male	237	97.5	54.6	34.4	11.0	N/A	11.0	17.6
Female	208	99.0	41.6	41.1	15.7	1.5	17.3	17.6
Racial/Ethnic Group								
White	171	98.2	35.2	40.7	22.2	1.9	24.1	17.6
African-American	268	98.5	57.3	35.5	7.3	N/A	7.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	75.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	371	98.7	42.9	40.7	15.5	0.8	16.4	17.6
Disabled	74	95.9	80.3	19.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	445	98.2	48.4	37.6	13.3	0.7	14.0	17.6
English Proficiency								
Limited English proficient	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	443	98.4	48.3	37.6	13.3	0.7	14.1	17.6
Socio-Economic Status								
Subsidized meals	306	97.7	55.0	34.6	10.4	N/A	10.4	17.6
Full-pay meals	138	99.3	33.3	44.4	19.8	2.4	22.2	17.6

Mathematics								
All students	445	99.8	39.1	43.2	11.7	6.0	17.7	15.5
Gender								
Male	237	100.0	43.2	39.2	11.3	6.3	17.6	15.5
Female	208	99.5	34.5	47.7	12.2	5.6	17.8	15.5
Racial/Ethnic Group								
White	171	99.4	19.1	46.9	21.6	12.3	34.0	15.5
African-American	268	100.0	52.2	40.6	5.2	2.0	7.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	371	99.7	34.0	45.8	13.2	7.0	20.2	15.5
Disabled	74	100.0	68.3	28.6	3.2	N/A	3.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	445	99.8	39.1	43.2	11.7	6.0	17.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	443	99.8	39.0	43.1	11.8	6.0	17.8	15.5
Socio-Economic Status								
Subsidized meals	306	99.7	47.1	42.0	8.5	2.4	10.9	15.5
Full-pay meals	138	100.0	20.6	46.0	19.0	14.3	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	150	N/A	36.2	47.7	16.1	N/A	16.1
	Grade 5	123	N/A	45.9	46.7	7.4	N/A	7.4
	Grade 6	115	N/A	36.8	43.0	17.5	2.6	20.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	162	98.1	38.0	40.0	20.7	1.3	22.0
	Grade 5	149	98.7	61.3	31.0	7.7	N/A	7.7
	Grade 6	134	97.8	46.3	42.3	10.6	0.8	11.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	150	N/A	40.5	44.6	8.8	6.1	14.9
	Grade 5	123	N/A	52.5	39.3	6.6	1.6	8.2
	Grade 6	115	N/A	47.4	42.1	7.0	3.5	10.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	162	100.0	33.6	47.4	12.5	6.6	19.1
	Grade 5	149	100.0	44.1	42.0	9.8	4.2	14.0
	Grade 6	134	99.3	40.3	39.5	12.9	7.3	20.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 447)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.7%	2.4%
Attendance rate	94.3%	Down from 95.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.3%	Down from 10.1%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.1%	Down from 16.8%	8.5%	8.0%
Older than usual for grade	1.8%	Up from 1.4%	1.3%	1.1%
Suspended or expelled	2.5%	Up from 0.2%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	26.7%	Up from 20.0%	46.8%	50.0%
Continuing contract teachers	66.7%	Down from 68.0%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.4%	Up from 82.5%	86.2%	86.2%
Teacher attendance rate	96.3%	Up from 94.4%	95.3%	95.3%
Average teacher salary	\$36,849	Up 1.6%	\$39,348	\$39,909
Prof. development days/teacher	7.2 days	Down from 10.0 days	12.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	24.3 to 1	Up from 23.9 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.7%	Up from 87.6%	89.5%	89.7%
Dollars spent per pupil*	\$5,354	Up 11.1%	\$5,863	\$5,892
Percent spent on teacher salaries*	62.0%	Up from 56.2%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

West Hartsville Elementary embarked upon a year of experiences that have brought about continuous growth. Students were engaged in numerous service-oriented activities and worked toward developing exemplary character traits.

The continuous hard work of the teachers was evident in their participation at a variety of professional development conferences and the various services they provided to the district. Teachers received staff development in many areas, which enabled them to implement new strategies in their classrooms. We continued implementation of the Balanced Literacy Model, Six Traits, and WOW (Working on the Work), which integrated inviting, satisfying, and challenging work for students centered around the standards. We achieved several goals of our Strategic Plan and implemented numerous strategies from it as well. Goals and strategies of the Strategic Plan were restructured to meet the criteria for a Retraining Grant and SACS, which enabled us to develop a uniform document.

Three after-school programs, Communities In Schools, YMCA, and CASITS (Coalition for After-School Intervention for Troubled Students), provided assistance to students in academics as well as social and behavioral development. PACT resource and an early morning acceleration program were initiated to assist students who scored below basic. The PACT resource provided assistance for students who scored at basic or above also. Student talents were highlighted during Terrific Kids Programs, and PTO meetings. Forty-four students qualified for DSAP and more students continued to qualify and participate in the ALERT program. A Wal-mart Grant implemented the environmental classroom and the Chess Club. The CASITS students maintain the environmental classroom.

Parents, business associates, and community members were involved within the school through mentoring of 14 students, parent workshops, a WOW Exposition, and a Family Math and Science Night. Third grade orientation and a sixth grade awards celebration at Kelleytown Baptist enhanced the level of participation also.

Ms. Carol Freeman served as Teacher of the Year for 2002-03. Ms. Meredith Thomas presented "Middle Grade Portfolio Assessments" at the North and South Carolina Council of Teachers of Mathematics Conference. Ms. Thomas was also selected as an Honor Roll Teacher for Darlington County and will serve as the 2003-04 Teacher of the Year.

We applaud the efforts of the School Improvement Council and PTO this year. We raised funds for many enriching activities that benefited students' growth and achievement to include additional pieces to the playground.

West Hartsville is a community. We believe that "Hand in Hand, Together We Can." We are committed.

Mary Graham, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.